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ABSTRACT

In view of federal and state legislation requiring community colleges to meet the individual needs of physically or developmentally handicapped students, a three-part study was conducted at the College of Alameda to examine the feasibility of instituting a policy that would mandate assessment tests for all incoming students as a means of identifying those who are legally eligible for special services or counseling. The study involved: (1) a survey of 105 full-time College of Alameda faculty to determine their awareness of legislation concerning the handicapped and to assess their attitudes toward a policy of required testing: (2) a survey of the presidents of 95 California community colleges to identify established policies on assessment testing and the college's responsibility for compliance with legislation concerning the handicapped: and (3) letters to the Superintendent of the California Department of Education, the Chancellor of the California Community Colleges, and the Superintendent of the Alameda County School System asking them to identify established policies. The study report details the major provisions of the legislation in question (i.e., Public Law 94-142 and California Assembly Bill 1250), presents the methodology and findings of each study component, and recommends that the College of Alameda adopt a policy statement calling for voluntary assessment testing. The questionnaires are appended. (JP)

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A STRATEGY FOR DEVELOPING A POLICY ON ASSESSMENT OF STUDENTS IN COMPLIANCE WITH CALIFORNIA LAW AB 1250

by

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and

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College of Alameda

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
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ABSTRACT

Enactment of Public Law 94-142 and California Assembly Bill 1250 gave the handicapped a bill of rights for free access to mainstream education in California. These bills specify timelines for implementing testing programs and curriculum development. Since College of Alameda does not have a policy for accommodating this legislation, this study was conducted to determine (1) the stage of policy formulation and implementation of education for the handicapped in California community colleges, and (2) the position of faculty and administration at Alameda on assessment testing, policy formulation and implementation of education for the handicapped.

An external questionnaire survey of ninety-five California community colleges revealed that twenty-eight percent had policy or procedures for implementing education for the handicapped. An internal questionnaire survey of eight-eight faculty and seventeen administrators at Alameda revealed that the majority is aware of the legislation for the handicapped, and eighty-five percent would agree to a policy statement that would provide assessment testing for all students to determine their needs, provided testing is voluntary.

Based on analysis of the survey data, the following policy statement is proposed for adoption by College of Alameda.

> In compliance with federal and state legislation, College of Alameda will provide a standardized assessment evaluation program for all incoming students to identify those students in need of individualized prescriptive education. Although testing is on a voluntary basis, it is expected that all incoming students will participate in the assessment program.

TABLE OF CONTENTS

Page

ABSTRACT ii

INTRODUCTION 1

BACKGROUND AND SIGNIFICANCE. 4

PROCEDURES 10

RESULTS 13

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS 17

SUMMARY STATEMENT OF RONALD L. BOHUSLOV 23

SUMMARY STATEMENT OF ESTHER BUCHANAN BOHUSLOV 25

REFERENCES 27

APPENDICES:

A. LETTER TO THE PRESIDENTS OF CALIFORNIA COMMUNITY COLLEGES 29

B. QUESTIONNAIRE TO CALIFORNIA COMMUNITY COLLEGES--FINAL FORM 30

C. LETTER TO CALIFORNIA SUPERINTENDENTS AND CHANCELLOR 31

D. MEMO TO COLLEGE OF ALAMEDA CERTIFICATED PERSONNEL 32

E. QUESTIONNAIRE TO COLLEGE OF ALAMEDA CERTIFICATED PERSONNEL 33

F. MEMO TO COLLEGE OF ALAMEDA ADMINISTRATORS. . 34

G. QUESTIONNAIRE TO CALIFORNIA COMMUNITY COLLEGES--INITAL FORM 36

INTRODUCTION

The policies that guided higher education in Colonial America were shaped by ". . . the needs of the church, the influence of European cultural traditions, the independent spirit of a free country and a rapidly changing social and economic order" (Turnbull, 13:121). The impact of church needs and European influence on American education polices has wained, but a rapidly changing social and economic order still has an impact on educational policies. Today these changes in the social and economic order are most evident in post-secondary education systems. "In 1945, 16.3 percent of the 18 to 21 age group was enrolled in college: by 1968, the proportion had grown to 40.8 percent (HEW, 5:67). This growth has been accompanied by increasing separation of educational roles in higher education with the community colleges playing a pivotal role in this new division of labor" (Karabel, 8:121). In order to temper this separation in higher education, community colleges have, by and large, tended to have an "open door" admissions policy which makes higher education available to all who desire it, while four-year institutions have a limited admissions policy that limits higher education to students who meet their admission standards.

Historically, the community colleges in California have subscribed to this "open door" admissions policy, and College of Alameda, with its current policy of no assessment testing of incoming students, is an example of this noble theory of education for everyone. However, as a result of recent federal and state legislation, this no-assessment policy presents some very real educational problems. Of the miriad of problems presented by lack of entrance assessments, one of the major ones is that it precludes the identification of students who have exceptional educational needs.

In 1973, the federal government passed Public Law 93-380 (10), known as the "Bill of Rights for Handicapped" which states in section 504 that no otherwise qualified individual shall be excluded from opportunities solely because of his handicap. This bill was amended in 1975 when the federal government passed Public Law 94-142 (11). In order to meet the provisions of these federal laws, Assembly Bill 4040 (2), the Master Plan for Special Education, was signed into California law in 1973, and Assembly Bill 1250 (1), an expansion of the Master Plan, was passed in 1975. Policy formulation regarding implementation of the provisions of Assembly Bill 1250 is, however, a matter of individual school or district determination. Pursuant to Assembly Bill 1250, Section 16, Section 56314 of the California Education Code was amended to read:

"The county superintendent of schools shall: (a) Submit to the superintendents . . . a description of how districts within the county intend to develop a local comprehensive plan . . ." (1). Therefore, in order to be in compliance with both federal and state mandates, College of Alameda must examine and subsequently alter its current policy of no-assessment evaluation of incoming students if it is to provide appropriate education to meet individual needs.

The President of the College, the Assistant Dean of Occupational Education and Special Programs, and the Director of Learning Assistance and Basic Skills (LABS) were cognizant of the mandates and implications of the laws and pledged their support to this study of policy formulation.

The scope of this practicum included the following:

1. An internal questionnaire survey designed to determine awareness of federal and state legislation concerning education of the handicapped and to assess position on policy formulation regarding assessment testing of all incoming students administered to 105 fulltime faculty members and administrators.

2. An external questionnaire survey designed to elicit information regarding assessment testing in general and degree

of policy formulation and implementation of legislation pertaining to education for the handicapped administered to the presidents of ninety-five California community colleges.

3. Letters sent to state and local education agencies requesting information regarding guidelines for policy formulation at the community college level, vis-a-vis Assembly Bill 1250 and other legislation pertaining to education for the handicapped.

A joint practicum was proposed because considerable time and resource commitments were anticipated for analyzing the data from the two surveys, correlating the data, studying other policy statements, formulating the rational for policy change, and making personal contacts.

BACKGROUND AND SIGNIFICANCE

The handicapped have recently set out to raise the nation's consciousness. No longer content to be treated as second-class citizens, they are forcefully demanding their civil rights, and one result is Section 504 of the Rehabilitation Act of 1973. Signed by Secretary of Health, Education, and Welfare Joseph Califano on April 29, 1977, the regulation requires universities and colleges to eliminate within three years all barriers restricting the handicappeds' access to buildings and activities; to utilize admissions tests or procedures that do not discriminate against

> the handicapped; and to provide them with special counseling and support services (Change Magazine, 4:6).

As this statement indicates, it is abundantly clear that post-secondary institutions must provide for both the physical and educational needs of all handicapped students. The purpose of this study was to examine the feasibility of instituting a policy that would conform to the mandates of the law by using admissions tests or procedures to provide special counseling and support services for the handicapped students at College of Alameda.

In 1975, Public Law 94-142 (11), the Education for all Handicapped Children Act, became federal law. In June, 1976, Governor Brown of California signed Assembly Bill No. 77(3) which provided for the funding of education for handicapped students in the community colleges. In these pieces of legislation, as well as other documents relating to the handicapped, attempts were made to clearly define the term "handicapped student." In Section (b) of Assembly Bill No. 77, the term "handicapped student" is defined:

> As used in this section, "handicapped students" are persons enrolled at a community college who cannot benefit from the regular educational program provided by the community college . . . because of a physical, communication, or learning disability. . . . "Communication disability" means a disability attributable to a speech or hearing impairment. "Learning disability" means a disability attributable to a neurological, biochemical, or developmental impairment (3:5).

Chapter 1247 of the California statutes of 1977, which addresses the provision of services to handicapped individuals, expands the definition of the handicapped students to include all students who have special needs that cannot be met in a regular classroom.

> The Legislature finds and declares that all individuals with exceptional needs have a right to participate in appropriate programs of publically supported education. . . . "Individuals with exceptional needs" means all pupils whose special education needs cannot be met by the regular classroom teacher (1:12).

California Assembly Bill No. 1250, which is the enabling legislation for Public Law 94-142 (11) and Assembly Bill 77 (3) provide for the funding for the education of students with "exceptional needs" as defined in the California statutes.

As a result of federal and state legislation, community colleges will become involved in the education of the handicapped. The fact that the community colleges will experience an increase in the number of handicapped students can be predicted from a study of two documents: (1) In section 56302 (c), page 14, of Assembly Bill 1250 (1), provisions are made for age limitations and for services to "individuals with exceptional needs." Of particular interest are paragraphs three and four:

> (3) Between the ages of four years and nine momths and 18 years, inclusive.
>
> (4) Between the ages of 19 and 21, inclusive, who are enrolled in or eligible

> for a program under this chapter . . . and, any such pupil who becomes 22 years of age while participating in a program under this chapter may continue his or her participation in the program for the remainder of the then current school year (1:14).

(2) In Section XVII: Responsibilities of the California Department of Education, Interagency Agreements, provisions are made for the participation of community colleges in the instructional program for students with exceptional needs:

> The Superintendent of Public Instruction, through the Office of Special Education, will complete interagency agreements to assure that all individuals with exceptional needs are receiving an appropriate publically supported education. . . . Such agreements shall be extended to include the participation of the private sector, community colleges. . . (6:129).

In view of the "open door" admissions policy of the California community colleges, which permits all who are eighteen years of age or a high school graduate, the age provisions cited above virtually guarantee that the community colleges will be the recipient of many of the state's handicapped students.

The major concern of this study was the assessment process to determine the extent of "exceptional needs" for students enrolled at College of Alameda. Since its inception in 1970, the College has adhered to an unwritten policy of no assessment testing unless requested by the student. In view of the recent federal and state legislation which mandates admission tests or procedures to

identify individuals who need special education, the College must institute an assessment policy that conforms to the law. To what extent the College is willing and/or able to provide for assessment testing of all students to determine those with learning or communication needs, is a decision that must be made if it is to have an assessment policy that is consistent with the requirements of the law. Not withstanding the fact that federal law requires the utilization of admission tests for handicapped students, the question of mandating such tests for all currently enrolled as well as all incoming students in order to determine learning and communication needs of particular students becomes a matter of institutional policy.

For the past few years, College of Alameda has been in the process of developing a comprehensive program to assist the handicapped students in their endeavor to participate fully in the educational programs offered. The present program is housed in the Disabled Students' Center and is administered by a fulltime counselor-enabler. Students with either physical or learning handicaps are referred to the center by other counselors, faculty, or other students. Currently, assessment testing for learning disabilities is on a volunteer basis. The purpose of this study was to establish sufficient rationale to form a basis for an institutional policy for assessment

testing of all incoming students in order to identify those who may qualify for assistance under Public Law 94-142 (11) and Assembly Bill 1250 (1).

Although such a policy will be primarily concerned with the handicapped students as defined by law, there will be other benefits for all of the students. Implementation of such a policy will necessitate the use of an assessment instrument that will identify students with learning and communication handicaps. In order to properly counsel students with any degree of learning disability, it is essential that their problems be identified as early as possible. "It is impossible to prescribe treatments for students unless someone in the college knows what learning problems they have at entry" (Roueche, 12:29). It is anticipated that such an instrument will also assist the college personnel in identifying students who fall outside of the legal definition of handicapped but who are still in need of intensive remediation. Assembly Bill 1250 (1) provides for the creation of programs for the learning handicapped which includes those students with educational retardation. Since it has been estimated that twenty to thirty-five percent of all entering community college students are functionally illiterate--reading below the fourth grade level (Roueche, 12:29)--it would be of considerable benefit to the College to identify these students who are also "handicapped" but not in the legal sense. "It is not

acceptable to have large numbers of students functioning in community colleges whose reading levels are insufficient for mastering textbooks and whose writing skills fail to communicate basic ideas, or whose computational skills do not permit them to understand the rudiments of monetary exchange" (Losak, 9:2).

PROCEDURES

The historical and current, unwritten college policy of no assessment testing of incoming students will be seriously challenged by the legal mandates of Public Law 94-142 and California Assembly Bill 1250. Under the current governance structure at College of Alameda, policy formulation and/or modification is a joint endeavor of administrators and faculty. Therefore, considerable supportive data and information was required to substantiate a reversal or significant modification of current policy.

As a result of several meetings with the President of the College and the Director of LABS, it was concluded that two separate, but closely related, studies would be undertaken in order to accumulate the data necessary to initiate a change in policy.

As a joint practicum, the participants conducted two extensive surveys. An external survey of ninety-five California community colleges was undertaken to ascertain current policies as they relate to: (a) assessment or placement testing of incoming students and (b)implementation

of legislation contained in Public Law 94-142, Section 504 of the Rehabilitation Act of 1973, Assembly Bill 1250, and Assembly Bill 77. (See Appendixes A and B.) The external survey also included contacting the Superintendent of the California Department of Education; the Chancellor of California Community Colleges; and the Superintendent of the Alameda County School System for policy statements or policy guidelines relating to Public Law 94-142 (the principal federal legislation) and California Assembly Bill 1250 (the principal state legislation). (See Appendix C.) An internal survey of 105 certificated personnel at the College was done to determine the current position of personnel concerning: (a) assessment inventory evaluation of incoming students, and (b) implementation of Assembly Bill 1250. (See Appendixes D and E.) The resources of the President's office were utilized in conducting the external survey. Questionnaires and letters were addressed and mailed by the President's secretary and were returned by U. S. mail to the participants.

The final content and form of the internal survey was established jointly by the participants, the President of the College, the Dean of Students, the Director of LABS, the Assistant Dean of Occupational Education and Special Programs, and the Counselor-enabler for Handicapped Students. Distribution and collection of the internal

survey was established through intercampus mail. Completed questionnaires were collected by the participants at a central location.

Validity of the internal survey was accomplished through random sampling of five contract and five part-time staff. Four out of five of the contract staff returned questionnaires with no substantive modifications. None of the part-time staff returned the questionnaires. As a result of this nonparticipation by the part-time faculty, the survey involved only regular,full-time staff composed of eighty-eight faculty and seventeen administrators, rather than the 350 combined contract and part-time faculty originally proposed.

Distribution and collection of the external survey was established jointly by the participants and the President of the College.

Validity test for the external survey resulted in changes and additions to several of the questions in the initial form of the external questionnaire. (See Appendix G for original questionnaire.) Question 1 was reworded to read: "Do you have a written policy regarding entrance or placement examinations for incoming students?" Question 2 was reworded to read: "Do you have an informal policy regarding entrance or placement examinations for incoming students?" Question 3 was reworded to read: "Is entrance or placement testing (a) mandatory ___, (b) voluntary ___?"

There was no change in question 4. Question 6 was reworded to read: "Do you have a policy position on implementation of any of the following federal or state legislation as it pertains to education of handicapped students? PL 94-142, Sec. 504 of the Rehabilitation Act of 1973; AB 1250; or AB 77 Yes _____ No _____ If yes, please attach a copy or a description of your college's position.

RESULTS

Of the ninety-five colleges surveyed, fifty-eight responded. (See Table 1.) Although forty-three percent of the colleges had a written policy on entrance or placement testing and twenty-nine percent had an informal policy, only twenty-eight percent of all respondents had a policy position on implementation of legislation for education of the handicapped.

Table 1

Data from Questionnaires sent to Presidents of California Community Colleges

Number of questionnaires sent: 95

Number of questionnaires returned: 58 (61%)

Questions	Responses
1. Do you have a written policy regarding entrance or placement testing for incoming students?	Yes 25(43%) No 33(57%)
2. Do you have an informal policy regarding entrance or placement testing for incoming students?	Yes 17 (29%) No 41(71%)
3. Is entrance or placement testing (a) mandatory for all students? (b) mandatory for subject area only? (c) voluntary? (d) No response	 Yes 15 (26%) Yes 19 (33%) Yes 19 (33%) 5 (8%)
4. Are the results used for (a) mandatory placement? (b) voluntary placement? (c) No response	 Yes 20 (34%) Yes 25 (43%) 13 (22%)
5. What entrance or placement tests do you use at your college?	(a)SCAT 19 (b)SAT 15 (c)PIAT 0 (d)ACT 19 (d)Other 18
6. Do you have a policy position on implementation of any of the following federal or state legislation as it pertains to education of handicapped students? PL 94-142, Sec. 504 of the Rehabilitation Act of 1973, AB 1250, AB 77.	Have a position 16(28%) No policy position 36 (62%) No response 6(10%)

For the internal survey, questionnaires were sent to eighty-eight fulltime faculty and seventeen administrators of the College of Alameda. (See Table 2.) Seventy two responded, and of this number, seventy-one percent indicated an awareness of both federal and state legislation regarding education for the handicapped. Although forty-nine percent of the respondents indicated philosophical objections to mandated testing in general (see Question 4), sixty-six percent of the respondents accepted the proposed policy statement without reservations (see Question 7).

Table 2

Data from Questionnaires Sent to Certificated Staff Regarding Position on Assessment Testing and Policy Formulation for Education of Handicapped Students

Number of questionnaires distributed 105

Number of questionnaires returned 72 (69%)

Questions	Responses
1. Are you aware of federal legislation mandating educational programs for handicapped students?	Yes 51 (71%) No 21 (29%)
2. Are you aware of state legislation mandating educational programs for handicapped students?	Yes 51 (71%) No 21 (29%)

Table 2 (cont.)

Data from Questionnaires Sent to Certificated Staff Regarding Position on Assessment Testing and Policy Formulation for Education of Handicapped Students

Questions	Responses
3. If assessment inventory evaluations for all incoming students were on a voluntary basis, would you have philosophical objections?	Yes 3 (4%) No 69 (96%)
4. If assessment inventory evaluations for all incoming students were on a mandated basis, would you have philosophical objections?	Yes 35 (49%) No 37 (51%)
5. If legislation mandates that special education be provided for handicapped students on individual assessment evaluation, should all incoming students 21 years of age or under be assessed to determine their educational needs?	Yes 51 (71%) No 21 (29%)
6. If legislation mandates special education for learning and physically handicapped students, should College of Alameda begin to aggressively develop facilities and programs to implement this legislation?	Yes 59 (82%) No 13 (18%)
7. Would you agree to the following policy statement: "In compliance with federal and state legislation, College of Alameda will develop and utilize standardized assessment evaluation of all incoming students to identify those students who need individualized prescriptive education."	Yes 48 (66%) No 24 (34%)

Table 2 (cont.)

Data from Questionnaires Sent to Certificated Staff Regarding Position on Assessment Testing and Policy Formulation for Education of Handicapped Students

Questions	Responses
8. What modification of the above statement would you recommend?	Make test voluntary 13 Test only those students recommended by counselors or faculty or outside agencies 5

In addition to the data contained in Table 2, the following information received from the indicated sources contributed to policy formulation:

1. California State Department of Education:

   a. Fiscal Year 1979 Annual Program Plan for Part B of the Education of the Handicapped Act as Amended by Public Law 94-142 (6).

   b. Individualized Education Program: A Developmental Process (7).

2. Chancellor's Office, California Community Colleges:

   No response to request for information.

3. Superintendent, Alameda County School System:

   Letter of encouragement and interest in project. No substantive information received.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

As has already been indicated, the central purpose of this study was to establish rationale for a policy statement

regarding assessment testing of incoming students at College of Alameda to determine their educational needs vis-a-vis Public Law 94-142 and California Assembly Bill 1250. The external survey of ninety-five community colleges was conducted to determine the status of policy formulation and implemenation in this area. In view of the guidelines set forth by the California Department of Education (see Background and Significance, 5-6), it was anticipated that a large number of California community colleges would be at or beyond the policy state for implementation of legislation for education of handicapped students. However, results of the survey did not support this expectation. As Table 1 shows, only twenty-eight percent of the institutions responding indicated a policy position on any of the legislation pertaining to handicapped students. These results are viewed with concern in view of the mandates of Public Law 94-142 which state:

> A free appropriate public education will be available for all handicapped children between the ages of three and eighteen within the State not later than September 1, 1978, and for all handicapped children between the ages of three and twenty-one within the State not later than September 1, 1980 (11:8).

The fact that implementation is necessary is recognized by the State Department of Education. In a document entitled "The Individualized Education Program: A Developmental Process," issued by the Assistant Superintendent and Director, Office of Special Education on November 1, 1977, a suggested process model for identification and screening

is proposed. In Section A, a formal process is suggested:

> 1. Required community wide search and serve procedures.
>
> 2. Any other formal processes such as districtwide screening which involves the total school population (7:3).

In Section B, an informal "awareness" process is described:

> In conjunction with communitywide search and serve procedures . . . an awareness process should be developed and implemented by the local education agency for all teachers and support staff . . . to enable them to make informed judgments as to possible educational needs of children within their purview (7:3).

Thus it is clear that policy positions regarding implementation of federal and state mandates must be made by a large number of community colleges. There is an area of encouragement, however, when it is noted that seventy-two percent of the institutions responding have either a written or informal policy on entrance or placement testing. (See Table 1, "Yes" responses to Questions 1 and 2.) It may very well be that many institutions are using general entrance or specific subject area placement testing to identify students in need of special education, and, thus, are in de facto compliance with the intent of the law.

Looking at the data from a different perspective, however, the fact that so few institutions have a policy on handicapped education may be just the leverage needed to stimulate College of Alameda to formulate such a policy and be within the time frame specified in Public Law 94-142.

The data from Table 1 also indicates that institutions with a written policy on testing tend to mandate considerably more testing and resultant placement that those with an informal policy. (See Questions 1, 3, and 4.) Although mandated testing and placement may appear to many as a breech of the traditional "open door" admissions policy of the community colleges, there are strong indicators that assessment testing and placement may soon be more widely instituted. Two of the recommendations made by Roueche in "Let's Get Serious About the High Risk Student" advocate such a policy shift.

> Students should be assessed upon entry for proficiency determination in verbal, study, and quantative skills. Level of student motivation and confidence should also be determined. Students should be strongly discouraged from pursuing any course/program until they demonstrate proficiencies required to succeed (12:30).

Indeed, these are strong recommendations concerning both entrance testing and placement, and it is, therefore, recommended that the administration and faculty at College of Alameda give them careful consideration when deliberating on a policy position on assessment testing and concomitant educational progress for the handicapped students.

Data from Table 2 (internal college survey) reveals some interesting implications. When asked about awareness of either federal or state legislation for programs for the handicapped, seventy-one percent of those responding

indicated that they were aware of such legislation. Although there was a sixty-nine percent overall return of the questionnaire, the high positive responses to Questions 1 and 2 may not be valid information. It is possible that many who were unaware of any such legislation simply failed to respond (thirty-one percent did not return the questionnaire) thus biasing the data in favor of a "yes" response.

Analysis of responses to Questions 5, 6, and 7 showed that a majority are in favor of proceeding with suggested policy formulation regarding an assessment program to determine the needs of handicapped students. However, these high values may reflect a "knowledge" bias as already noted in response to Questions 1 and 2.

Analysis of the twenty-four responses to Question 8 regarding suggested modifications to proposed policy statement (Question 7) showed that there was considerable concern regarding mandated versus voluntary testing. Of the thirteen who recommended that the policy statement should contain the phrase "make testing voluntary," all indicated a "no" response to agreement with the proposed policy statement. Assuming that the addition of a statement to the effect that testing is not mandatory would not change the response of the forty-eight who had already indicated approval, then potentially sixty-one respondents would agree with the policy. If this assumption is valid, then approximately eithty-five percent of the respondents

would agree with the following proposed policy statement regarding assessment testing for the handicapped students:

> In compliance with federal and state legislation, College of Alameda will provide a standardized assessment evaluation program for all incoming students to identify those students in need of individualized prescriptive education. Although testing is on a voluntary basis, it is expected that all incoming students will participate in the assessment program.

Summary Statement

of

Ronald L. Bohuslov

An analysis of federal and state legislation pertaining to education for the handicapped leaves little doubt that the community colleges in California, as well as post-secondary institutions across the nation, must soon establish procedures for implementation of pertinent legislation. In particular, California, with its vast network of community colleges, state colleges, and university system will certainly feel the impact of increased enrollment of handicapped students. As the survey of community colleges showed, however, many of the community colleges within the state are as yet to formulate or implement any policy or procedures for coping with the problems unique to the handicapped student. This is the current situation despite the fact that the California Department of Education has clearly stipulated the community colleges will participate in education for the handicapped vis-a-vis PL 94-142 and AB 1250.

Presently, the College of Alameda is no different from the majority of other colleges in the state with regard to no assessment testing of incoming students,as well as not having either a formal policy or procedures for dealing with the educational needs of the handicapped.

However, the results of the internal faculty survey clearly indicated that a majority of the faculty are cognizant of current legislation, and, for the most part, are receptive to a policy of assessment testing of all students to determine educational deficiencies and/or the specific needs of the handicapped students. In view of the current policy of the College to make remedial education a first priority item, it seems that it would be only a logical extension of this policy to include the needs of the handicapped students on an equal status with those who are socio-economically as well as educationally handicapped.

In view of the time frame established by existing legislation, it appears that this survey of both faculty and administrators and other community colleges was very timely. If the needs of the handicapped students are to be met by the dates specified, then it is incumbent upon the administration to formulate and implement policy that will enable College of Alameda to effectively carry out the mandates of PL 94-142 and AB 1250.

Summary Statement

of

Esther Buchanan Bohuslov

The passage of Public Law 94-142, Education for All Handicapped Children Act, was a victory for handicapped students in their struggle for free, appropriate education. California's Assembly Bill 1250, an extension of the Master Plan for Special Education, was designed to meet the requirements of PL 94-142 which mandates free, appropriate education for all students between the ages of three and twenty-one by the year 1980. The law clearly states the requirements for meeting the individual needs of these students. It specifies that an individualized educational program (IEP) must be written for each student. Along with goals, objectives, services, and evaluation procedures, this IEP must include the current levels of educational performance of the student.

Obviously, these requirements have direct implications for College of Alameda since it must provide special education for special students. In order to identify these students who may be in need of this special education, all incoming students must be given the opportunity to be assessed to determine if they qualify for an IEP. This assessment instrument can serve to identify the students who need an IEP and also establish the present levels of educational performance.

As a result of the information obtained through this practicum investigation, College of Alameda now has available to it the rationale for changing its unwritten policy of no entrance assessment to a written policy statement of voluntary assessment of all incoming students. It also has available to it a written policy statement on assessment that will enable it to identify handicapped students and to implement programs to meet the mandates of the legislation for the handicapped. In addition to the legal rationale for the establishment of such a policy statement, the local political arena has been assessed and found to be favorable to such a policy statement.

REFERENCES

1. Assembly Bill No. 1250, Act of the 1975 regular session of the General Assembly, State of California, Sacramento, California.

2. Assembly Bill No. 4040, Act of the 1973 regular session of the General Assembly, State of California, Sacramento, California.

3. Assembly Bill No. 77, Act of the 1976 regular session of the General Assembly, State of California, Sacramento, California.

4. Change Magazine, September, 1977, p. 6.

5. Department of Health, Education, and Welfare. Digest of Educational Statistics. Washington, D. C.: U. S. Government Printing Office, 1970.

6. Fiscal Year 1979 Annual Program Plan for Part B of the Education of the Handicapped Act as Amended by Public Law 94-142. Sacramento: California State Department of Education, 1978. (Mimeographed.)

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9. Losak, John. "Can Community Colleges Afford a Competency-based Program?" Paper presented at the Sixth Annual Summer Institute, Center for Higher Education, Nova University, Ft. Lauderdale, Florida, August, 1978.

10. Public Law 93-380, Act of the 92nd Congress of the United States of America, 1973.

11. Public Law 94-142, Act of the 94th Congress of the United States of America, 1975.

12. Roueche, John. "Let's Get Serious About the High Risk Student," Community and Junior College Journal, (September, 1978), 28-31.

13. Turnbull, William W. "Special Institutions in Systems of Higher Education," Higher Education: From Autonomy to Systems, ed. James A. Perkins. New York: International Council for Educational Development, 1972.

APPENDIX A

LETTER TO THE PRESIDENTS OF CALIFORNIA COMMUNITY COLLEGES

The concerned faculty and administration of the College of Alameda are currently involved and deeply committed to program development for educationally and/or physically handicapped students. As with many institutions, this involvement and committments are now being given new focus by recent federal and state legislation.

As you know, both federal and state legislation has been enacted to implement and fund program development for students with exceptional needs. The federal legislation (PL 94-142) relates to "Education for Children with Exceptional Needs." It is a funding bill enabling the states to enact the requirements of Section 504 of the Rehabilitation Act of 1973. According to section 612(b) of PL 94-142:

> A free appropriate public education will be available for all handicapped children between the agest of three and eighteen within the State not later than September 1, 1978, and for all handicapped children between the ages of three and twenty-one within the State not later than September 1, 1980.

State legislation (AB 1250) was signed into law in September, 1977, and is an expansion of the Master Plan for Special Education designed to meet the provisions of the federal law.

When the provisions of this legislation are considered in conjunction with California's historical "open door" enrollment policy, the necessity for program development is evident. Thus, we at College of Alameda are concerned with policy formulation regarding intitial assessment testing in order to best meet the needs of our students and the requirements of the law. In order to best fulfill our mission, we seek your assistance in this matter and would greatly appreciate your completing and returning the attached questionnaire.

APPENDIX B

Q U E S T I O N N A I R E

Re: Entrance Examinations

1. Do you have a written policy regarding entrance or placement examinations for incoming students?

   Yes _____ No _____

   If yes, would you please attach a copy of your policy statement.

2. Do you have an informal policy regarding entrance or placement examinations for incoming students?

   Yes _____ No _____

   If yes, would you please supply us with a brief statement describing this policy.

3. Is entrance or placement testing (a) mandatory _____?

   (b) voluntary _____?

4. Are the test tesults used for (a) mandatory placement____

   (b) voluntary placement____

   of students in courses or programs?

5. What entrance tests do you use in your college?

   (a) SCAT _____ (b) SAT _____ (c) PIAT _____

   (d) ACT _____ (c) Other _____(Specify)

6. Do you have a policy position on implementation of any of the following federal or state legislation as it pertains to education of handicapped students? PL 94-142, Sec. 504 of the Rehabilitation Act of 1973; AB 1250; or AB 77.

   Yes _____ No _____

APPENDIX C

LETTER TO CALIFORNIA SUPERINTENDENTS AND CHANCELLOR

Superintendent, California Department of Education

Chancellor, California Community Colleges

Superintendent, Alameda County School System

Dear Sir:

The concerned faculty and administration of the College of Alameda are currently involved in and deeply committed to program development for educationally and or physically handicapped students. As with many institutions, the involvement is being given new focus by recent federal legislation (PL 94-142), known as the "Bill of Rights for Handicapped Students," and the attendant state legislation, AB 1250, which mandate that a free, appropriate education be made available to all students between the ages of three and twenty-one not later than September 1, 1980.

Since it is inevitable that many of these students will seek their education at the community colleges, we at the College of Alameda would like to know if there currently exists a statement of policy or other guidelines or position statements from your office regarding implementation of this legislation as they may affect program development in the community colleges.

Yours truly,

Ronald L. Bohuslov, Chairman
Ad hoc Committee on
Student Assessment Evaluation

APPENDIX D

M E M O

DATE: May 26, 1978

TO: College of Alameda Certificated Personnel

FROM: Ron and Esther Bohuslov

SUBJECT: Assessment Evaluation

As part of the NOVA University doctoral program in which we are involved, we need to identify a local policy issue that requires a policy decision, analyze it, and make recommendations to the administration for formulation of this policy. For the purpose of this study, we have identified the policy issue of equal educational opportunity for all handicapped people because it could be one of the major policy issues facing COA today. The basis for this study is the recent federal legislation, PL 94-142, and the attendant California implementation legislation, AB 1250. PL 94-142, known as the "Bill of Rights for all Handicapped Children," mandates that an individualized educational plan be written that specifies instructional objectives and indicates the special education and related services needed to provide equal educational opportunity for all handicapped people. This law is to be implemented by 1978 for ages 3 - 18 and by 1980 for ages 3 - 21.

Since it is mandated by federal and state law that people up to the ages of 21 years will be given equal educational opportunities through prescription and services, it is evident that the colleges of Peralta Community College District must arrive at a decision for handling these issues. Although these issues affect all of the colleges of the District, it is conceivable that COA could become central to these issues because of our current committment to meeting the needs of these special students.

Since COA's involvement seems inevitable, a formal institutional policy position needs to be developed for implementation of this legislation. However, to implement this legislation, the people who need individual educational plans (IEP) must be identified. To identify them, some form of assessment evaluation must be instituted. As people directly involved in this policy issue, we would like to have the benefit of your input in establishing the rationale for the determination of the policy position of the College as it relates to assessment inventory.

We would greatly appreciate your completing the attached questionnaire as your responses will have a significant impact on the recommendations that evolve from this study. Please return completed questionnaire to Box 9.

APPENDIX E

Q U E S T I O N N A I R E

Re: Implementation of PL 94-142 and AB 1250 and college-wide assessment evaluation in basic skills.

1. Are you aware of federal legislation mandating educational programs for handicapped students?
   Yes_____ No_____

2. Are you aware of state legislation mandating educational programs for handicapped students?
   Yes_____ No_____

3. If assessment inventory evaluation for all incoming students were on a voluntary basis, would you have philosophical objections?
   Yes_____ No_____

4. If assessment inventory evaluations for all incoming students were on a mandated basis, would you have philosophical objections?
   Yes_____ No_____

5. If legislation mandates that special education be provided for handicapped students based on individual assessment evaluation, should all incoming students 21 years of age or under be assessed to determine their educational needs?
   Yes_____ No_____

6. If legislation mandates special education for learning and physically handicapped students, should College of Alameda begin to aggressively develop facilities and programs to implement this legislation?
   Yes_____ No_____

7. Would you agree to the following policy statement?

   "In compliance with federal and state legislation, College of Alameda will develop and utilize standardized assessment evaluation of all incoming students to identify those students who need individualized prescriptive education."

   Yes_____ No_____

8. What modifications of the above statement would you recommend?

APPENDIX F

M E M O

DATE: April 28, 1978
TO: Jeanette Poore, President; Don Berz, Executive Dean-Instruction and Administration; John Green, Dean of Student Services; Edna Froelich, Assistant Dean; Odell Johnson, Assistant Dean; Juan Vazquez, Director Learning Assistance and Basic Skills; Ed LeMay, Chairman FALA; Wise Allen, Chairman SABS; Henry Bell, Chairman SPHE; John Price, Chairman BAT: and Marge Maloney, Counselor for Handicapped Students.
FROM: Ron and Esther Bohuslov
RE: COA policy on implementation of PL 94-142 and AB 1250.

As part of the NOVA University doctoral program in which we are involved, we need to identify a local policy issue that requires a policy decision, analyze it, and make recommendations to the administration for formulation of this policy. For the purpose of this study, we have identified the policy issue of equal educational opportunity for all handicapped people because it could be one of the major policy issues facing College of Alameda today. The basis for this study is the recent federal legislation PL 94-142 and the attendant California implementation legislation, AB 1250. Pl 94-142, known as the "Bill of Rights for all Handicapped Children," mandates that an individualized educational plan be written that specifies instructional objectives and indicates the special education and related services needed to provide equal educational opportunity for all handicapped people. This law is to be implemented by 1978 for ages 3 - 18 and by 1980 for ages 3 - 21.

Since it is mandated by federal and state law that people up to the ages of 21 years will be given equal educational opportunities through prescription and services, it is evident that the colleges of Peralta Community College District must arrive at a decision for handling these issues. Although these issues affect all of the colleges of the District, it is conceivable that COA could become central to these issues because of our current committment to meeting the needs of these special students.

Since COA's involvement seems inevitable, a formal institutional policy position needs to be developed for implementation of this legislation. However, to implement this legislation, the people who need individual educational plans (IEP) must be identified. To identify them, some form of assessment evaluation must be instituted. As people directly

involved in this policy issue, we would like to have the benefit of your input in assisting us in devising an instrument for establishing the rationale for the determination of the policy position of the College as it relates to assessment inventory.

We intend to survey all certificated personnel at COA to ascertain their attitudes toward institution-wide assessment in basic skills and obtain their reactions to the new legislation. Attached is a list of potential questions to be used in a questionnaire to ascertain certificated personnel opinions. We would appreciate your comments on these questions as to their value and would welcome suggestions for improving and/or expanding the instrument.

APPENDIX G

QUESTIONNAIRE

RE: Entrance Examinations

1. Do you have a written policy regarding entrance examinations for incoming students? Yes_____ No_____

   If yes, would you please attach a copy of your policy statement.

2. Do you have an informal policy regarding entrance examinations for incoming students? Yes_____ No_____

   If yes, would you please supply us with a brief statement describing this policy.

3. Is entrance testing (a) mandatory?___ (b) voluntary?___

4. Are the test results used for (a) mandatory placement?___ (b) voluntary placement ____ of students in courses or programs?

5. What entrance tests do you use in your college?

   (a) SCAT___ (b) SAT ___ (c) PIAT ___ (d) Other__(specify)

6. Do you have a policy position on implementation of federal legislation PL 94-142 and California legislation AB 1250 mandating education for children with exceptional needs? Yes_____ No _____

   If yes, please attach a copy or a description of your college's position.

Please return questionnaire to:

Ron Bohuslov, Chairman
AD hoc Committee on
Student Assessment
College of Alameda
555 Atlantic Avenue
Atlameda, CA 94501

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